

Stage two spelling

Outcome	WS2.11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.	Lesson skill is covered in
Phonological knowledge	<ul style="list-style-type: none"> • Uses knowledge of alphabetical order and first and subsequent letters of a word to locate information in dictionaries, encyclopedias and glossaries. • Understands that sounds can be represented in various ways e.g. meat, meet, metre. • Uses known letter patterns when spelling unknown words. • Spells words containing less common digraphs and letter combinations. • Groups words according to the ways in which they are spelt. • Spells unknown words in syllables rather than as separate sounds. 	<ul style="list-style-type: none"> • 4 • Every week • 1 • 3 • 1 • 2 <p>Note- all covered most weeks</p>
Visual knowledge	<ul style="list-style-type: none"> • Spells high frequency words in own writing. • Uses an increasing bank of known spelling words written automatically. • Identifies incorrect spelling in own writing and unknown texts and provides correct spelling. • Draws upon spelling generalizations e.g. i before e except after c. 	<ul style="list-style-type: none"> • 5 • 3
Morphemic knowledge	<ul style="list-style-type: none"> • Groups words according to the way in which they are spelt e.g. clapping, sitting, hopping, where the final 	<ul style="list-style-type: none"> • 3

	<p>consonant is doubled before adding ing.</p> <ul style="list-style-type: none"> • Uses known word parts when spelling unknown words e.g. prefixes suffixes and compound words. • Draws upon spelling generalizations e.g. y to I rule for plurals, doubling consonants etc when spelling. • Uses meaning and context when spelling words e.g. when differentiating between homonyms such as there, their and they're 	<ul style="list-style-type: none"> • 4 • 3 • 5
Etymological knowledge	<ul style="list-style-type: none"> • Uses knowledge of word origins when spelling more complex words e.g. telephone, thermometer. 	<ul style="list-style-type: none"> • 6

Taken from "State literacy strategy Teaching Spelling K-6" 1998 p.14